DOCUMENT RESUME

ED 427 259 CE 078 212

AUTHOR Leventhal, Jerome I.
TITLE Conducting Supervised Experiential Learning/Field Experiences for Students' Development and Career Reinforcement.
PUB DATE 1998-12-11
NOTE 10p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 11, 1998).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Development; Career Education; *Education Work Relationship; *Field Experience Programs; *Integrated Curriculum; Secondary Education; Vocational Education; *Work Experience; *Work Experience Programs

ABSTRACT

A major problem in the educational system of the United States is that a great number of students and graduates lack a career objective, and, therefore, many workers are unhappy. Offering a variety of supervised field experiences, paid or unpaid, in which students see workers in their occupations will help students identify career choices. Requiring student involvement in work experience programs as part of the teaching and learning process helps students make better career choices earlier in their school programs so that they can use the balance of their education preparing for their career choice. Students who have made career choices before participating in supervised field experiences can take the opportunity to gain a better understanding of others, to develop a stronger self-image, to learn to get along with people of different backgrounds, as well as to develop and strengthen skills. Teachers, working with other school personnel, can identify and develop a field experience for students related to their academic and vocational area, allowing students to spend time during or after school in this school-sponsored activity. The school-to-work concept also includes this approach, but affects only a small percentage of students. As vocational educators promote experiential learning and field experiences for all students, they may at the same time assist other teachers in organizing similar experiences for their students. (Contains 10 references.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TEMPLE UNIVERSITY
A Commonwealth University

College of Education
Department of Curriculum, Instruction and Technology in Education—CITE

Ritter Hall (003-00)
Philadelphia, Pennsylvania 19122
(215) 204-8374
Fax: (215) 204-5154

ED 427 259

AMERICAN VOCATIONAL ASSOCIATION

NEW ORLEANS, LA DECEMBER 11, 1998

CONDUCTING SUPERVISED EXPERIENTIAL LEARNING/FIELD EXPERIENCES FOR STUDENTS' DEVELOPMENT AND CAREER REINFORCEMENT

DR. JEROME I. LEVENTHAL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

J I Leventhal

BEST COPY AVAILABLE

CE078212

CONDUCTING SUPERVISED EXPERIENTIAL LEARNING/FIELD EXPERIENCES FOR STUDENTS' DEVELOPMENT AND CAREER REINFORCEMENT

Educators need to utilize supervised experiences, as part of the school instructional program, to facilitate students' development and career reinforcement.

A major problem in the American system of education is that a great number of students and graduates lack a career objective. This dilemma is not usually identified as a problem, but the evidence of unhappy workers is great. One way of helping students identify a career objective is by offering a variety of supervised field-experiences, unpaid or paid, in which the student sees workers in their occupations. When the school requires student involvement in this kind of experience as part of the teaching/learning process, the student is better able to make a career choice earlier in the school program. This career decision then allows the student to use the balance of their education preparing for their career choice.

The students who have made a career choice before becoming involved in a supervised field-experience, may use the experience to gain better understanding of others, develop a stronger self-image, learn to get along with people of different backgrounds, as well as develop/strengthen skills.

When teachers identify and develop a field-experience for students, related to their subject/shop area, students are able to spend some time during school or after school in this school-sponsored activity. Other school personnel could assist the teacher in actually conducting/supervising the related field-experience. This enhancement of the instructional program would fill a serious void in the development of each student. Counselors could work more closely with teachers to utilize the strategy of supervised field-experiences to meet the need for more career reinforcement. The concept of School-To-Work also includes this approach, but affects only a small percentage of students. As vocational educators promote the utilization of experiential learning and field-experiences for all students, they may at the same time, assist other teachers to organize similar experiences for their students.

Dr. Jerome I. Leventhal, Professor
Temple University College of Education
Department of Curriculum and Instruction -
Center for Vocational-Technical Education Professional Personnel Development
1301 Cecil Moore Avenue - RH334
Philadelphia, PA 19122-6091
Voice: 215-204-6076, Fax: 215-204-5154, E-mail: jerome@astro.ocis.temple.edu

CONDUCTING SUPERVISED EXPERIENTIAL LEARNING/FIELD EXPERIENCES FOR STUDENTS' DEVELOPMENT AND CAREER REINFORCEMENT

Programs deserve to be more realistic as they prepare students for the world of work. As preparation and training are offered at the secondary school level, most students do not receive a supervised field-experience, even though the program is intended to prepare them for the world after school is completed.

A major problem in the American system of education is that a great number of students and graduates lack a career objective. This dilemma is not usually identified as a problem, but the evidence of unhappy workers is great. One way of helping students identify a career objective is by offering a variety of supervised field-experiences, unpaid or paid, in which the student sees workers in their occupations. When the school requires student involvement in this kind of experience as part of the teaching/learning process, the student is better able to make a career choice earlier in the school program. This career decision then allows the student to use the balance of their education preparing for their career choice.

The lack of a clear career objective on the part of many students, has caused problems later on in life. Many workers are unhappy with the work they have selected as a career. Some are still trying to find the right field. Educators can deal with this problem more effectively by having students spend time, paid and non-paid, in the field observing and/or participating in a variety of settings in the workplace. This would provide more information to the student to assist in the process of career choice.

The students who have made a career choice before becoming involved in a supervised field-experience, may use the experience to gain better understanding of others, develop a stronger self-image, learn to get along with people of different backgrounds, as well as develop/strengthen skills.

When teachers identify and develop a field-experience for students, related to their subject/shop area, students are able to spend some time during school or after school in this school-sponsored activity. Other school personnel could assist the teacher in actually conducting/supervising the related field-experience. This enhancement of the instructional program would fill a serious void in the development of each student. Counselors could work more closely with teachers to utilize the strategy of supervised field-experiences to meet the need for more career reinforcement. The concept of the School-To-Work also includes this approach, but affects only a small percentage of students. As vocational educators promote the utilization of experiential learning and field-experiences for all students, they may at the same time, assist other teachers to organize similar experiences for their students.

Educators need to utilize supervised experiences, as part of the school instructional program, to facilitate students' development and career reinforcement.

MANY AMERICAN STUDENTS AND WORKERS:

- **Lack A Career Objective**
- **Have Job Dissatisfaction**
- **Are Still Seeking The Right Field**

EXPERIENTIAL LEARNING/FIELD EXPERIENCES FOR STUDENTS' DEVELOPMENT AND CAREER REINFORCEMENT

- EXPLORE CAREERS
- REINFORCE CAREER CHOICE
- LEARN TO GET ALONG WITH OTHER PEOPLE AND GROUPS
- DEVELOP PERSONALITY AND SELF-IMAGE
- PREPARE FOR EMPLOYMENT
- PRACTICE SKILL DEVELOPMENT

FOR BOTH

- ACADEMIC STUDENTS
- VOCATIONAL STUDENTS

STUDENTS CAN:

- ✓ **Spend Time Observing A Variety Of Settings In The Workplace (paid and non-paid) During School Or After School**

- ✓ **Make Early Career Choice (7-9th grade) So That Balance Of Education Meets This Career Goal**

- ✓ **Discuss Career Plans And How They Intend To Have These Plans Materialize**

  - **beginning in 6th grade and going into 12th grade**

EDUCATORS CAN:

- **Require Supervised Field-Experiences/Experiential Learning As Part Of The Instructional Program To Add Reality To the Content Of The Teaching/Learning Process**

- **Spend Time Each Week With Students Discussing Careers And Concerns About Making A Career Choice**

- **Have Speakers Spend Time In The Classroom Telling Students About Their Own Career Choice And Development**

- **Conduct Field-Trips To A Wide Variety Of Workplace Environments That Result In Reports And Discussions In Class about What Was Observed**

- **Help Students Develop, Organize And Prepare A Career Manual That Reflects An In-Depth Study Of A Career Of Their Choice**

- **Facilitate Frequent Career Interest Inventory Testing And Aptitude Testing At Least Once A Year During The Last 4 Years Of School**

REFERENCES

Boyett, J.H., & Boyett, J.T. (1995) *Beyond workplace 2000.* New York: Dutton.

Brown, D. (1995). A value-based approach to facilitating career transitions. *The Career Development Quarterly,* 44, 4-11

Gouws, D.J. (1995)). The role concept in career development. In D.E. Super & B. Sverko (Eds.), *Life roles, values, and careerL International findings of the work importance study.* San Francisco: Jossey-Bass.

Herr, E. L., & Cramer, S.H. (1996). *Career guidance and counseling through the lifespan: Systemic approaches.* New York: HarperCollins.

Isaacson, L.E., & Brown, *D. (1997). Career information, career counseling, and career development (5th ed.).* Boston: Allyn and Bacon.

Lent, R. W., Brown, S.D. & Hackett, G. (1995). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior,* 45, 79-122.

Meara, M.W., Day, J.D., Chalk, L.M. & Phelps, R.E. (1995). Possible selves: Applications for career counseling. *Journal of Career Assessment, 3(3),* 259-277.

National Occupational Information Coordinating Committee. (1991). *Improved career decision-making through the use of labor market information: participants workbook.* Washington, DC: Author.

Roe, A., & Lunneborg, P.W. (1990). Personality development and career choice. In D. Brown, L. Brooks, & Associates, *Career choice and development (2nd ed.)* (pp. 68-101*).* San Francisco, CA: Jossey-Bass.

Savickas, M.L. (1995). Constructivist counseling for career indecision. *The Career Development Quarterly,* 43, 363-373.